



Interview of Child Witnesses

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The Awakening

- My Personal “Journey” through the “Child Abuse System”
- Early Training and Beliefs: The Naiveté Phase
 - Horizon Home – Montana Miracle
 - Professional Committee
 - Conflict of Interest: Stories of Jane and Julie

Witness for the Prosecution: The Popularity Phase

- Reputation Building
- Staying in good Graces
- The First Fall from Grace



Broadening Perspective: The Eye-Opening Phase

- Education Continues
- Sleep Deprivation
- SO Group
- Evolution of Attitudes



Witness for the Defense: The Risk and Reward Phase

- Clarifying Personal Values
- Taking the Heat
- Ethics





Memory in Children

- History or Research
- Significance
- Extrinsic Variables Affecting Memory
 - a. Characteristics of the Child
 - b. Characteristics of the Event
 - c. Interaction between Child Characteristics and the Nature of the Interview
- The process of Memory
 - Encoding
 - Storage
 - Retrieval
- Use of Narrative Accounts and Memory
- “Repressed Memory”



The Forensic Interview

- Logistics
 - Environment
 - Child
 - Interviewer
- Interview Format
 - General considerations
 - Prior preparation
 - Development of hypothesis
 - The blind interview
 - The interview itself
- Suggestibility
- Sources of Error – David C. Raskin, Ph.D.,
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The Forensic Interview

■ Suggestibility

- Definition
- Use of probing questions
- The truth about lies
- Asking is asking

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Sources of Error

22 FACTORS THAT INCREASE INACCURACY AND INVALID STATEMENTS



■ GENERAL FACTORS

1. YOUNG CHILD
 2. PSYCHOLOGICALLY DISTURBED CHILD
 - 2a. DISTURBED ACCUSING ADULT
 3. MOTIVES TO ACCUSE
 4. PASSAGE OF TIME SINCE ALLEGED INCIDENT
 5. INFLUENCE OF SIGNIFICANT ADULTS
 6. "EDUCATIONAL PROGRAMS AND MATERIALS"
 7. PEER PRESSURE AND INTERACTIONS –
FRIENDS AND FAMILY
 8. THERAPY
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Sources of Error

22 FACTORS THAT INCREASE INACCURACY AND INVALID STATEMENTS continued

■ INTERVIEW CHARACTERISTICS

9. HIGH STATUS, BIASED INTERVIEWER
10. PRESSURE, INDUCEMENTS, THREATS
11. SELECTIVE REINFORCEMENT OF RESPONSES
12. NEGATIVE STEREOTYPING OF ACCUSED
13. EMOTONALLY-TONED INTERVIEW
14. DOLLS AND PROPS
15. ANATOMY LESSONS
16. GOOD TOUCH/BAD TOUCH, ETC.
17. EARLY, DIRECT QUESTIONING
18. REPEATING QUESTIONS
19. LEADING AND SUGGESTIVE QUESTIONS
20. INJECTION OF INFORMATION AND MISSTATEMENTS
21. APPEAL TO AUTHORITIES AND OTHER SOURCES
22. MULTIPLE INTERVIEWS

Analyzing the Interview

- Undetached Hypothesis
- Statement Validity Assessment
- Criteria-Based content Analysis (CBCA)
- Validity Checklist





THE STATEMENT VALIDITY ASSESSMENT INTERVIEW

1. PREPARATION AND PLANNING

- Review case file
- Prior interviews
- Interviews of family and others
- Alternative hypotheses



THE STATEMENT VALIDITY ASSESSMENT INTERVIEW

2. PRELIMINARY PROCEDURES

- Initial contact with child
- Establishing rapport
- Motivation for truthfulness



THE STATEMENT VALIDITY ASSESSMENT INTERVIEW

3. ELICIT FREE NARRATIVE

- Encourage continuations
- Follow-up questions
- Script memory

4. CUE QUESTIONING

THE STATEMENT VALIDITY ASSESSMENT INTERVIEW

5. DIRECT QUESTIONING

- Extensions of descriptions
- Clarifications
- Implausibilities
- Opening follow-up questions





THE STATEMENT VALIDITY ASSESSMENT INTERVIEW

6. PROBING QUESTIONING

- Resolve inconsistencies
- Unrealistic descriptions
- Alternative hypotheses
- Possible influence

The left side of the slide features a vertical stack of four images. From top to bottom: a blue clock with a black face and hands on a blue background; a red clock with a black face and hands on a red background; a green book with a black cover on a green background; and a blue book with a black cover on a blue background.

THE STATEMENT VALIDITY ASSESSMENT INTERVIEW

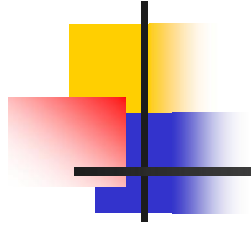
7. SUGGESTIBILITY CHECKS

8. ENDING THE INTERVIEW



Forms

- Content Criteria Rating Form
- Validity Checklist



Questions?

